2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Clyde CISD	030902	Clyde Intermediate 030902103	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	14	19	09-319-0718

Mailing address		City	State	ZIP Code
PO Box 479		Clyde	TX	79510

Primary Contact

First name	M.I.	Last name	Title
Paula	L	Kinslow	Director of Curriculum

Telephone #	Email address	FAX #
325.893.4222	pkinslow@clydeisd.org	325.893.4024

Secondary Contact

First name	M.I.	Last name	Title
Mike		Neal	Director of Technology

Telephone #	Email address	FAX #
325.893.3100	mneal@clydeisd.org	325.893.4024

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Keith		Scharnhorst	Superintendent

Telephone #	Email address	FAX #
325.893.4222	kscharnhorst@clydeisd.org	325.893.4024

Signature (blue ink preferred)   Date signed

Keith Scharnhorst   5-9-2014

Only the legally responsible party may sign this application.

701-14-107-075

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 030902	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 030902	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 030902	
	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

Schedule #4—Request for Amendment	
County-district number or vendor ID: 030902	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

		Schedule #4—Request for Amendment (cont.)	

County-district number or vendor ID: 030902 | Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 030902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The goal of this project is to provide technology for students who otherwise cannot afford these devices in order to enhance their learning. Clyde Intermediate School, which includes grades 3-5, is currently a 52% economically disadvantaged campus.

Clyde CISD's one-to-world vision of technology integration is a major piece to this plan, and the leadership and staff of our district will be instrumental in making this initiative a success.

Instead of first pursuing a plan for one-to-one technology, the district instead made the decision that focusing first on a mind shift in learning was the district's top priority. Like many other schools, declining resources have been a factor in technology purchases; however, it was realized that focusing on a change in instruction had to be addressed before anyone "needed" more technology. "As many schools and districts are now rushing to buy every student a digital device, I'm concerned that most one-to-one implementation strategies are based on the new tool as the focus of the program. Unless we break out of this limited vision that one-to-one computing is about the device, we are doomed to waste our resources." (Alan November 2013)

The goal of this project is to assist in the transformation of instruction at Clyde Intermediate School into a one-to-world approach to learning, seeing the value in the technology as a tool to the student's learning through 21st century lessons and project ideas. It is our vision that students will use technology for far more than a modern day pen and paper, but rather to create, communicate, and collaborate at home and globally to solve real world problems and become, not just a productive member of society, but an innovative contributor to the world.

Through professional development and professional learning communities, Clyde Intermediate School has embraced 21st century learning and recognizes the need to change instruction for the future of their students. CIS teachers have invested in the one-to-world vision of technology integration; however, more devices are needed to accomplish the goals of creating and connecting via technology. Clyde Intermediate has 40 iPads available for student use as well as three computer labs, two of which are used all day in an instructional rotation to enhance instruction with state adopted digital instructional materials. Currently, Clyde Intermediate has a three-to-one student to technology ratio with plans to increase available devices for all students. However, limitations of the Instructional Materials Allotment has posed a problem with the amount of technology we can make available for our students to encounter a true one-to-world implementation.

The intent of this project is to enhance this learning initiative with our 5th grade team. The teachers on this team are very open to new ideas and concepts and are an incredibly strong unit. Their drive and initiative is infectious, and they strive to make a contribution to their campus as well as the school district and community. This grant will allow our 5th grade students to be a one-to-world grade level taking this team's success in changing instruction to a whole new level and giving each student a tool with which to learn and collaborate globally, 24/7. This grant will allow us also to shift the current technology and ensure both 3rd and 4th grade receive a class set of iPads to use and share. Currently, the 5th grade also has a computer class in their rotation; therefore, this grant will reallocate those devices to the other grade levels. 5th grade teachers are leaders in their departments on campus. This will have a direct effect on how the 3rd and 4th grade teachers utilize technology in the instructional process.

To continue this learning effort, it is desired that the students will take their devices home for 24/7 access. Therefore, we are working on multiple options to accommodate both students with disabilities and economically disadvantaged families by providing the following:

- discounted rates for internet access through our local phone company (Windstream) for parents to purchase
- purchasing Air Cards for students that cannot otherwise afford internet access at home
- promoting local hotspots in the community.

Adopted digital instructional materials, as well as teacher created digital content, are utilized by students in grades 3-5.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 030902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Furthermore, teacher feedback provides us with the knowledge that more devices are needed for the growing use of a digital curriculum. With 125 total machines available on campus, it makes it difficult to fully implement digital instruction and a one-to-world environment.

A technology integrator is available at this campus and works with the campus administration in developing professional development specific to the needs of this campus. She focuses specifically on technology in the classroom and designing 21st century lessons incorporating student centered technology use.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 030902				Amendment # (for amendments only):	
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$18,236	$0	$18,236	
Schedule #9	Supplies and Materials (6300)	6300	$66,773	$0	$66,773	
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0	
Total direct costs:			$85,009	$0	$85,009	
Percentage% indirect costs (see note):			N/A	$0	$0	
Grand total of budgeted costs (add all entries in each column):			**$85,009**	**$0**	**$85,009**	

Administrative Cost Calculation

Enter the total grant amount requested:	$0
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$0

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 030902	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		☐	$
2		☐	$
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service:	☐ Yes, this is a subgrant

Describe topic/purpose/service: Internet Access for Students *AT&T Air Card service plan @$37.99 a mo $456 yr*

1	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs **20 Air Card service plans**		$18,236
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$18,236

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 030902	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2

Specify topic/purpose/service: ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
Contractor's payroll costs	# of positions:	$	
Contractor's subgrants, subcontracts, subcontracted services		$	
Contractor's supplies and materials		$	
Contractor's other operating costs		$	
Contractor's capital outlay (allowable for subgrants only)		$	
	Total budget:	$	

3

Specify topic/purpose/service: ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
Contractor's payroll costs	# of positions:	$	
Contractor's subgrants, subcontracts, subcontracted services		$	
Contractor's supplies and materials		$	
Contractor's other operating costs		$	
Contractor's capital outlay (allowable for subgrants only)		$	
	Total budget:	$	

4

Specify topic/purpose/service: ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
Contractor's payroll costs	# of positions:	$	
Contractor's subgrants, subcontracts, subcontracted services		$	
Contractor's supplies and materials		$	
Contractor's other operating costs		$	
Contractor's capital outlay (allowable for subgrants only)		$	
	Total budget:	$	

5

Specify topic/purpose/service: ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
Contractor's payroll costs	# of positions:	$	
Contractor's subgrants, subcontracts, subcontracted services		$	
Contractor's supplies and materials		$	
Contractor's other operating costs		$	
Contractor's capital outlay (allowable for subgrants only)		$	
	Total budget:	$	

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	Schedule #8—Professional and Contracted Services (6200)			
	County-District Number or Vendor ID: 030902		Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
6	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
7	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
8	**Contractor's Cost Breakdown of Service to Be Provided**		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	
a.	Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		$	
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	
d.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	
	(Sum of lines a, b, c, and d) Grand total		$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 030902	Amendment number (for amendments only):

Expense Item Description

	Expense Item Description				Grant Amount Budgeted
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				$
	☐ Print shop fees		☐ Technology-related supplies		
	☐ Postage		☐ Other:		
	☐ Copy paper		☐ Other:		

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6399	1	Apple iPad	Mobile Device	140	$379	$66,773
	2	Gum Drop Cases	Protection of Device	140	$59.95	
	3	AT&T Air Cards	Home Internet Connection	20	$0	
	4	Spare Chargers	Chargers for School/Home	140	$38	
	5				$	
6399	Technology software—Not capitalized					$0
6399	Supplies and materials associated with advisory council or committee					$0
	Subtotal supplies and materials requiring specific approval:					$
	Remaining 6300—Supplies and materials that do not require specific approval:					$
	Grand total:					$66,773

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #10—Other Operating Costs (6400)				
County-District Number or Vendor ID: 030902			Amendment number (for amendments only):		
Expense Item Description				**Grant Amount Budgeted**	
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:			$	
	☐ ESC-owned vehicle usage	☐	Other:		
	☐ Insurance	☐	Other:		
6411	Out-of-state travel for employees (includes registration fees)			$	
	Specify purpose:				
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.			$	
	Specify purpose:				
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)			$	
	Specify purpose:				
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations			$	
	Specify purpose:				
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees			$	
	Specify purpose:				
6429	Actual losses that could have been covered by permissible insurance			$	
6490	Indemnification compensation for loss or damage			$	
6490	Advisory council/committee travel or other expenses			$	
6499	Membership dues in civic or community organizations (not allowable for university applicants)			$	
	Specify name and purpose of organization:				
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)			$	
	Specify purpose:				
	Subtotal other operating costs requiring specific approval:			$	
	Remaining 6400—Other operating costs that do not require specific approval:			$	
	Grand total:			$	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 030902 | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	
66XX/15XX—Technology hardware, capitalized					
2			$	$	
3			$	$	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
66XX/15XX—Technology software, capitalized					
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	
			Grand total:	$	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 030902	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			330	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	2	N/A	Attendance rate	96.7%
Hispanic	39	N/A	Annual dropout rate (Gr 9-12)	0%
White	284	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	170	52%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	3	1%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	142	%	Average ACT score (number value, not a percentage)	N/A

Comments

This information is based off of October 2013 Campus Snapshot data.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					106	100	124								330
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					106	100	124								330

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Schedule #13—Needs Assessment

County-district number or vendor ID: 030902	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, 52% of the students at this campus are economically disadvantaged, and this campus missed System Safeguards in reference to STAAR accountability. Since the 5th grade class is part of the SSI initiative (*Student Success Initiative – 5th grade students must pass Math and Reading STAAR to be promoted*), it is a priority grade level for this campus. The 5th grade teachers serve as curriculum department chairs for vertical alignment; therefore, through their leadership, the lending grant will have a transforming impact on instructional design at Clyde Intermediate.

Due to limited local devices, and in an ongoing effort to create a one-to-world instructional setting, Clyde CISD is seeking the Technology Lending Program Grant to enhance our access to online devices in an elementary setting. Local funds have allowed the district to purchase devices in an effort to allow more students 24/7 access than before. However, with the current Instructional Materials Allotment Proclamation 2014 adoption of K-8 Science and Math, the amount of funds available for districts to purchase technology has been drastically reduced. Also with this adoption, more digital instructional material will be made available. This push to offer content digitally will simply continue our efforts to transform instruction, but the money to fund our plans for change is not available. Currently, intermediate school teachers consistently access the following online instructional materials:

- Writing – Google Drive
- Reading – iStation
- Science – Discovery Science & STEMscopes
- Math – Think Through Math & IXL Math

Clyde CISD has provided technology equipment for campuses to utilize in the classroom in the form of iPads, desktop computers, netbooks, and laptops. Although not a one-to-one district yet, the goal is to become more saturated. Upon prioritization, the intermediate campus was in most need of technology; therefore, they were chosen for this grant opportunity. A survey was conducted of students and it showed that 28.3% did not have wireless internet access at home.

There is no question that more devices are needed to accomplish the goals of creating and connecting via technology at Clyde Intermediate. There are currently 40 iPads available for student use as well as three computer labs, two of which are used all day in an instructional rotation to enhance instruction with state adopted digital instructional materials. Currently, Clyde Intermediate has a three-to-one student to technology ratio making it very difficult for teachers to fully incorporate digital instruction with their students in all subjects.

Dedicating access to individual technology devices through a check-out program in 5th grade (124 students) will not only allow this grade level to benefit, but will also allow the shift of current technology. This will ensure that both 3rd and 4th grade receive a class set of iPads to use and share as well as reallocating computer lab usage to the other grade levels. This will have a direct effect on how the 3rd and 4th grades (206 students) utilize technology in the instructional process.

The need for students to have appropriate online access at home is a necessity to use available Clyde CISD online instructional materials. According to Connected Texas' 2013 Residential Technology Assessment, only 70% of Texas Rural households and 55% of low-income households in the state subscribe to home broadband service. "Nearly 953,000 school-age children in Texas still do not have broadband access at home" (www.connectedtx.org). This gives more reason for grant funds to support the implementation of a pilot program to check out air cards for loaned devices which will be put in place at Clyde Intermediate School. At least twenty Air Cards with service plans will be purchased for home internet access. Students without home access will have the availability to:

1. Utilize Wi-Fi Hotspots at campuses and available around town.
2. Provide an option for families to purchase internet access through our local phone company (Windstream) at $12 each month per our agreement with Windstream.
3. Complete an application to check out an Air Card from the library to take home for online access.

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	Schedule #13—Needs Assessment (cont.)	

County-district number or vendor ID: 030902	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Provide devices for students who do not already have the needed equipment.	Funds from the grant will purchase devices for students to check out from the library for 24/7 access.
2.	The Instructional Materials Allotment is insufficient in funding hardware due to the cost associated with Proclamation 2014.	Provide funding for supplies and materials needed to implement a student technology lending program.
3.	Provide internet service access for learning from home.	Funds from the grant will provide Air Cards for check out for student home access as needed.
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 030902	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Curriculum and Special Programs	Experience in writing state and federal grant applications and compliance reports. Mid-Management Certification
2.	Director of Technology	Manage the purchase and support of district technology.
3.	Technology Integrator	Design and assist in 21st century lessons incorporating technology. Provide district professional development.
4.	Campus Principal	Manage teacher and student implementation of technology lending program. Mid-Management Certification
5.	Campus Librarian	Manages inventory of technology lending program.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Provide devices via lending program to Clyde Intermediate 5th grade students	1.	Purchase/Prepare Lending Devices	10/01/2014	10/31/2014
		2.	Lending Policy Signed	10/01/2014	10/15/2014
		3.	Lending Device Available	10/31/2014	08/31/2016
		4.	Evaluate Lending Process	12/12/2014	08/01/2016
		5.	Equipment Checked-In	06/02/2015	05/31/2016
2.	Provide professional development	1.	Design and Deliver Device Specific Professional Development	10/01/2014	10/15/2014
		2.	Job Embedded Professional Development	10/15/2014	08/31/2016
		3.	Ongoing After School Professional Development	10/15/2014	08/31/2016
		4.	Ongoing Professional Development Evaluation	12/01/2014	08/31/2016
3.	Provide Air Cards for checkout to Clyde Intermediate students as needed	1.	Air Card Devices Purchased	10/15/2014	08/31/2016
		2.	Establish Home Access Policy	9/01/2014	10/01/2014
		3.	Present Policy to Parents	10/01/2014	10/15/2014
		4.	Policy Signed	10/15/2014	10/31/2014
		5.	Evaluate Home Access Program	12/12/2014	08/31/2016
4.	Provide increased device access to 3rd and 4th grade students	1.	Reallocate Current 5th Grade Devices to 3rd and 4th	11/03/2014	11/07/2014
		2.	Evaluate Increased Device Usage in 3rd and 4th	12/12/2014	08/01/2016
5.	Conduct an evaluation process of lending grant program	1.	6 week evaluation with campus principal & teachers	12/12/2014	08/31/2016
		2.	Quarterly evaluation with district administration	11/21/2014	08/31/2014

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 030902	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, teachers meet weekly through Professional Learning Community Meetings at Clyde Intermediate. Teachers will continue to meet weekly to collaborate, mentor, and support one another as they implement the technology lending program. During this time, the technology integrator will be available to discuss continuous improvement with the lending process and implementation.

The District Technology Integrator will be available at campus PLC's to assist in planning 21st century lessons as well as troubleshooting technology issues and concerns. The Integrator will also meet and collaborate regularly with the Director of Technology, Campus Principal, and Director of Curriculum/Grant coordinator in making sure aspects of the grant are being fulfilled.

Information in regards to the changes that are made by the lending program will be communicated via the grade level blogs currently used at Clyde Intermediate. Parents currently subscribe and are notified by email when posts are made by the teacher. Surveys for parents and students will be made available through the blogs in late fall and spring to gain feedback on the process.

Both formative and summative evaluation strategies have been included in the plan to allow for gathering of baseline data and to monitor the grant's progress. Our focus will be on student achievement and learning, and our planned evaluation will provide the necessary data to gain critical information on how this initiative will impact student performance.

Quarterly progress reports will be given to the school board and posted on the school website for community members.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently utilizes a technology lending program and is committed to maintaining and expanding the system currently in place. The following strategies in the Clyde district technology plan are particularly relevant to maximizing the effectiveness of the technology lending grant funds:

- 1.2.5 The campuses will provide access to mobile computing devices that will be available for check out through the school libraries or maintained by instructional departments.

- 1.3.2 Teachers will continuously integrate into their curriculum, lessons that are enhanced using technology resources available in their classrooms such as mobile computing and interactive devices.

- 1.3.3 Teachers will utilize computer labs or mobile computing devices regularly to integrate technology into the curriculum including internet access or research, multimedia production tools as well as desktop publishing applications.

- 3.1.1 The technology committee will be maintained that includes each campus principal, the curriculum director, the technology director, teachers from each campus, community representatives and students.

Through the constant utilization of the current 40 iPads on the Intermediate campus, it is evident that Clyde Intermediate teachers recognize the need and have taken great strides to change their instructional process and integrate technology into their lesson plans.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 030902	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Evaluate the lending process and procedures	1.	Initial Inventory and Disbursement
		2.	Periodic Evaluation of Device and Its Process and Usage
		3.	End of Year Inventory
2.	Weekly PLC meetings with Principal and Technology Integrator	1.	Sign-In Sheets & Agendas
		2.	
		3.	
3.	Parent, teacher and student surveys collecting data in the fall & spring	1.	Data Results
		2.	
		3.	
4.	Formative & summative teacher evaluations demonstrating classroom & home device use	1.	Principal's Assessment
		2.	Lesson Plans Represent Instructional Technology Use
		3.	Walk-Throughs
5.	Student Assessments	1.	Grades
		2.	STAAR Test Results
		3.	Progress Monitoring - Common Assessments

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monthly data on the number of Air Cards and Devices checked out will be reviewed by the campus librarian and campus administrator. Problems with project delivery will be identified and corrected during this monthly process.

Qualitative data from classroom teachers will be documented during the weekly PLC meetings with the principal and Technology Integrator.

Student level academic data will be compiled from a variety of sources such as grades, progress monitoring common assessments and STAAR testing results.

Attendance and discipline data will be compared between 5th grade's one-to-world approach and 3rd and 4th grades to identify the impact of the Technology Lending Program.

Results of parent, student, and teacher surveys will be reviewed and evaluated by the campus, district, and technology teams and outcomes will be communicated to the school board and community.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 030902	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of this project is to assist in the transformation of instruction at Clyde Intermediate School into a one-to-world approach to learning through 21st century lessons and project ideas by providing equipment necessary to access and use electronic instructional materials. The lending program serves to enhance an existing program and implement a true one-to-world situation for the 5th grade students at Clyde Intermediate by incorporating innovative models of learning to meet the needs of students and prepare them for college and careers. This lending grant serves to provide these students with the device necessary to create, communicate, and collaborate, at home and globally, to solve real world problems and become, not just a productive member of society, but an innovative contributor to the world.

Grant funds will be utilized to increase the number of devices within the intermediate campus and student access to electronic instructional materials by:

1. Implementing 1:1 access to a mobile device for Clyde Intermediate School 5th grade students.
   a. Existing lending procedures are being modified to fit this particular student lending program.
   b. Parent and student meetings will be hosted detailing policy specifics, highlighting Clyde's commitment to equal access to all students, providing devices to economically disadvantaged families and students with disabilities.
   c. Devices, along with appropriate accessories, will be purchased for every 5th grade student to be carried at school and home.
2. Providing a home internet access program to 5th grade students who do not currently have home internet access. The program will allow for student checkout of an Air Card with a purchased service agreement provided by the district.
   a. Policies addressing student checkout of an Air Card internet access device will be established by the District Technology Committee.
   b. Air Cards and service agreements will be established with the district Air Card provider, AT&T.
   c. Parent and student meetings detailing the policies and procedures that allow for use of devices are presented and agreed to for program use.
   d. Air Cards check-out through the campus library will begin as needed.
   e. A short evaluation form on home use will occur upon card check-in.
3. Enhancing Instruction and providing a 21st century learning environment to all Clyde Intermediate students through the reallocation of current technology and devices on campus. This will also create the potential for future lending programs with existing devices purchased by Clyde CISD. All students need access to digital instruction at home, and this puts Clyde Intermediate students in a position to be successful by equipping them with the devices necessary for today's as well as future learning opportunities.

Grant funds will purchase:

- iPads to be utilized by all 5th grade students - Apple is currently the vendor supporting the existing programs at other campuses, and the company's commitment to quality has impressed the district.
- Jelly Bean Covers to support transportation of iPads issued to 5th grade students.
- Air Cards for checkout by 5th Grade Students requesting and providing a need for home service.
- Service Plan for month-to-month Air Card access.

(AT&T will allow for the purchase of Air Cards with service established on a month to month basis, rather than a one or two year contract. Other wireless radio plans were evaluated, but the services are not yet at a cost effective level to implement.)

(The local phone company, Windstream, has agreed to provide special pricing for parents of participating students to purchase.)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 030902	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This does not apply to our application as we have not purchased lending equipment from IMA funds specifically for a student lending program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 030902	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The initiative "one-to-world" simply sums up the vision statement that "Clyde CISD is committed to providing a rigorous education where students through collaboration learn digitally, embrace change, and compete globally." The move to change the instructional focus at Clyde CISD coincides with the district's mission statement to "build a relationship with parents, guardians, and our community to provide a comprehensive 21st century educational experience of high quality and rigor that inspires all students to make a positive contribution to society."

Simply put, Clyde CISD's mission and top priority is to change the instructional process making all classrooms student centered learning environments where teachers pose questions and students, through inquiry and technology, find the necessary answers for true 21st century learning by *giving students 24/7 access to a device with internet connectivity to access online instructional materials*. This is supported by our #1 district goal which is to "hire and develop educators that create an engaging learning environment that challenges students to be 21st century learners."

The goal of this lending project is to assist in the transformation of instruction at Clyde Intermediate School into a one-to-world approach to learning and using the lending device as a tool to aid in changing instruction for students who otherwise wouldn't be afforded such tools. It is our vision that students will use technology for far more than a modern day pen and paper, but rather to create, communicate, and collaborate at home and globally to solve real world problems and become, not just a productive member of society, but an innovative contributor to the world.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 030902	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campuses are prioritized based on the following:

- Low socio-economic status
- Number of available devices on campus
- Campus' willingness to change the instructional process

52% of the students at Clyde Intermediate School qualifying for the "Free and Reduced Lunch" Program which makes this campus the district's second highest economically disadvantaged campus. Targeting the 5th grade students on this campus gives the district the greatest opportunity to provide for equitable access, based on obtainable grant funds, and allows for a strong foundation into the integration of technology and student centered learning. The instructional materials adopted for K-5 Math and K-5 Science created a priority to utilize access of 24/7 online instructional materials. In addition, fifth grade is an SSI grade level, so available online tools aimed at improving student success need to be accessible by these students so that they will be able to pass the STAAR Reading and Math assessments to be promoted to the next grade level.

Through inquiry and project based models, Clyde CISD teachers have been trained in the process of creating engaging lessons for all students. Incorporating digital instructional materials into this new approach has and will continue to allow the device to serve the student as they take charge of their learning, creating a true and meaningful classroom. Focusing on exposing the 5th grade students to this type of learning environment, also prepares them for what is to come in junior high and high school.

Prioritizing grade 5 at the intermediate school campus gives the district an opportunity to redistribute the current tools and devices on campus by leveraging grant funds to make more devices available to the 3rd and 4th grade students to create the exact same learning environments previously mentioned.

Intermediate school students in grades 3-5 will also have access to an Air Card lending program making internet access available to students in need and creating an digital avenue for student success.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 030902	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Providing students with a one-to-world approach to learning aligns with the district's goals to produce 21st century learners. Through the technology lending program, current curriculum such as adopted online digital instructional materials in Math and Science will be available for a 24/7 on demand learning environment. Allowing students the option to use programs from home such as StemScopes, Think Through Math, and iStation and resources such as Khan Academy, Sophia.org and various learning management tools has the potential to greatly enhance our students' learning.

The focus on a change in instruction at the Clyde Intermediate Campus, currently allows classrooms to be more student centered, making such devices even more necessary than ever in learning and creating. The availability of a mobile device in every 5th grade student's hand will continue to allow teachers to expand projects currently supported by limited devices. A lending program would allow students to have 24/7 access to a device and ensure that students have more time to complete projects with more depth and rigor.

Clyde Intermediate teachers currently use Class Dojo as a classroom management tool. This allows each teacher on the grade-level team to award points for positive and negative behavior. This is a process already in use on the campus. The app for Class Dojo, allows students, parents, and teachers to see in real time information and keep track of their progress during each grading cycle. The technology that will be made available through the grant will allow students and parents to engage in this program regularly.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 030902	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Electronic instructional materials are something widely used in all foundation curriculum areas on any campus at Clyde CISD. This campus utilizes the following programs regularly:

Clyde Intermediate
- iStation (Reading 3-5)
  - Used daily for reading enrichment or during the computer lab period; iStation offers a game based reading environment for students for all students.
- Think Through Math (Math 3-5)
  - Used daily for math enrichment, Think Through Math gives students game like challenges while problem solving. It also gives students real incentives to participate.
- IXL Math (Math 3-5)
  - Digitally Interactive program dedicated to math enrichment; students at Clyde Intermediate use IXL weekly for enrichment instruction.
- StemScopes (Science 3-5)
  - Students use StemScopes as part of their Science Curriculum. StemScopes offers high quality engaging lessons in the form of interactive games as well as videos.
- Grade Level Blogs (All Core Areas 3-5)
  - Teachers curate from web content as well as creating their own content in the form of documents, presentations and videos and link such lessons on the blog for student use. These assignments can be accessed at home and are actually emailed to parent and student subscribers.
- Khan Academy (Math 3-5)
  - Teachers use Khan Academy accounts for math instructional purposes. This allows teachers to assign lessons and videos to the entire class or put individual students on their own pathways for a more individualized instructional model.
- Google Drive
  - Teachers use Google Drive to share documents and assignments with students. Students share documents with one another collaborating on group projects via a single document.
- DropBox
  - Teachers use DropBox as a content delivery tool by setting up a single DropBox account on class devices. This can also allow students to share documents as well. (Ex: Students search for images of The Water Cycle and drop them into the DropBox account to explain the process they've learned about via their own research.
- Sophia.org (All Core Areas)
  - Instructional video platform that offers educational video content and lessons.
- YouTube (All Core Areas)
  - Instructional video platform that hosts teacher-created instructional content at Clyde CISD as well as other quality content for instructional use.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 030902	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Technology Integrator provides weekly PD to the staff and teachers at Clyde CISD. The intermediate campus will continue to meet every Wednesday to discuss instructional technology needs as well as 21st century lesson design. During this time, teachers meet by grade level with the Principal and Technology Integrator designating a focus on technology in the classroom. This is where training and discussions of the programs aforementioned take place as well as new instructional tools are presented. This emphasis on technology integration has grown the district and the campus tremendously giving the teachers a "go to" in the avenue of instructional technology, something many of them don't feel comfortable doing alone.

Each spring, the district provides weekly after school PD for teachers in the area of instructional technology and curriculum. Each week covers a different instructional material and continues to serve as a successful initiative for the district's technology and instructional mind shift.

Various technology sessions are also offered in an ongoing basis after school throughout the year. This demonstrates the school's commitment to technology integration and 21st century learning.

During the first few months of the grant, a repeat of instructional PD such as the Flipped Classroom, Project Based Learning, Global Connectivity and Collaboration will encourage the use of one-to-world best practices for students and teachers to ignite all learners and make the lending program a 24/7 success.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Clyde CISD maintains a robust wireless local area network(LAN) throughout the entire district. Using Xirrus WiFi arrays each campus provides enough wireless density to support a one-to-one implementation of mobile devices if desired. Any of the campuses including Clyde Intermediate school will support the addition of 140 mobile devices with ease, but the district maintains a technology budget that provides for wireless infrastructure upgrades if needed. Students or staff can access the local network or continue through the district router out to the Internet to access locally hosted or web based applications as desired.

All network traffic, whether wired or wireless, is routed through the district network content filter that meets all CIPA requirements. Network traffic is then directed through the WTTC, or Region 14 ESC, wide area network(WAN) that currently provides 150Mb access to ESC 14 or to Internet resources. Clyde CISD is currently researching the ability to connect directly to the ESC 14 using a fiber optic uplink that would allow a 10Gb "pipe" to the ESC and this would provide quicker access to the Internet from within the district.

Internet access that is made available for students using AT&T Air Cards has the capability of being routed back by AT&T through the schools local content filter to provide CIPA compliant filtering for devices while accessing the Internet from home. Although this is not the only content filter solution it is one of a number of solutions that will ensure all devices whether at home or school meet the CIPA requirements.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 030902	Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

True 21st Century Learning means giving students online access 24/7. Therefore, we are working on multiple options to accommodate both students with disabilities and economically disadvantaged families. Through this technology lending grant, the district's plan is to provide home Internet access to 5th grade students using Air Cards as needed.

Completed applications for home Internet access will determine the order in which wireless Air Cards are administered to students without existing home internet access.

Windstream, our local phone service provider, has also agreed to provide special pricing for Internet access to grant participants. Although this option is not financially tied to the grant, it does directly affect student home access.

Community Wi-Fi hot spots such as the public library, CCISD campuses, and McDonald's will be reviewed with students as other possible options for internet connection.

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TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Clyde CISD has a district Network Administrator, District Technology Director and a District Technology Integrator who will work cooperatively and ensure proper support of the student devices. The campus librarian will be the liaison between the Clyde Intermediate campus and the district level technology support team.

Loaned devices are supported on a three level basis:

1. Campus Help Desk – This first line of defense staffed by one of the campus technology leaders and resolves many technical issues.

2. Tech Support Request – If a technical issue is not resolved at the Campus Help Desk, a formal request is made to the district technology department. At this level the issues are resolved through the department and the device is returned to the campus.

3. Apple Tech Support – When the issue addressed is beyond the technology departments' ability to repair, it is escalated to the actual vendor with which the district has extended service agreements on most all devices until they have reached their expected end-of-life use.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 030902	Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program will be administered by multiple district and campus personnel. The campus principal will oversee all administration of the lending technology, and the campus librarian will operate the check-out and check-in process as is currently done on the Clyde Intermediate Campus. The system operates using barcodes attached to the devices. These individual barcodes serve as the number of the device and can be located on the backside of the iPad under the protective cover. Clyde CISD Technology Director and Technology Integrator will assist in the management of devices using a Mobile Management Tool to control the safety and security of each device as well as Apple's iCloud to maintain the location of all student issued devices.

Check-in and Check-out process for mobile devices will all be administered through the school's currently purchased library automation software. iPads and textbooks are already checked in and out through these procedures, so students and teachers are familiar with the process.

Completed applications for home internet access will determine the order in which wireless Air Cards are checked out to students without existing home internet access. A cadre of teachers at each grade level along with the campus administrator and district grant coordinator will establish an application system to determine need and rotation of wireless air cards for students. Economically Disadvantaged and students with disabilities have the same opportunities for home internet service provided by the district.

- Air Cards will be tagged like the mobile devices and checked out through the library automation software with instruction on how to connect to the Internet from home.
- Teachers will be provided with professional development through district funding.
- Non-grant funds are utilized to provide Wi-Fi access at all Clyde CISD campuses.

Maintenance and Repair of all mobile devices and internet access equipment is conducted through the technical support desk established in the school's library. When a device is not working it can be taken to the library tech help desk and turned in for repair. Students will be issued a loaner device until their regularly issued device is repaired.

Home wireless device problems will first be addressed through the vendor service support. If issues are not resolved through the vendor, it will be escalated to the district grant technology administrator to address.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 030902	Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will account for the technology lending equipment through the following measures:
- Students and parents are required to sign a loan agreement understanding how to care for the equipment within the lending program and code of conduct and/or financial consequences of abuse.
- Documentation of financial hardship provided to the district will waive any technology use fees assessed through the lending program and may qualify the students home internet access through an Air Card type device.
- Technology fees are not insurance but do cover most incidental repairs. Systems are purchased with Accidental Damage Service for three years and a complete care package. This diminishes the need for insurance since all repairs are covered regardless of how they happened.
- In an effort to teach student responsibility, if a loaned device is damaged due to abuse or neglect, the student is assessed the cost of repairs. Payment programs are established for economically disadvantaged students.
- Within the first weeks of the grant being awarded, equipment is checked out to students through the district's library automation system after all use fees are paid or financial hardship is accessed.
- Loaned equipment that comes up stolen or missing must be reported to the local police department.
- One time throughout the school year, all loaned equipment is visually inspected for damages and accountability. This also gives the technology department time to schedule maintenance and/or order repair parts.
- All loaned equipment is checked back in to the campus through the district's library automation system. Students attending summer school have a later check-in time.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending agreement will contain acknowledgement of receipt of device, agreement to use computer solely for education purposes, date of return, signatures of student and parents/guardians, responsible party for device, insurance, who is responsible for lost, stolen or damaged device, and the replacement cost.

Documents parents and students are currently provided with (online or print) and required to sign include:
- **Acceptable Use Policy for Electronic Communications**
- **Technology Lending Agreement**

The administration and technology committee are now in the process of developing additional documents for students requesting internet access for home:
- **Home Internet Access Application**-Identifies those in need of home internet access.
- **Home Internet Access Agreement and Guidelines**-details the use is solely for education purposes by the student
- **Device Loan Agreement**
- **Internet Safety Guidelines**
  - Parents will be provided with Internet Safety Tips and encouraged to utilize *CommonSenseMedia.org* to address additional questions on protecting their children.
- **Digital Citizenship and Technology Applications**
  - The first two months of the 2014 school year, the 5th grade computer teacher will teach and ensure mastery of digital citizenship and Tech App TEKS before a technology lending agreement is signed and home Internet access provided.

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